

Westminster Elementary

206 Hamilton Dr.

Westminster, South Carolina 29693

Grades	PK-5 Elementary School	
Enrollment	487 Students	
Principal	N. Michael McLeod	864-647-3056
Superintendent	Dr. Valerie Truesdale	864-886-4400
Board Chair	Harry B. Mays, Jr.	864-972-3629

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
5	47	31	3	0

IMPROVEMENT RATING

AVERAGE

ADEQUATE YEARLY PROGRESS

YES

This school met 15 out of 15 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Good	Below Average	No
2004	Good	Below Average	Yes
2005	Average	Below Average	Yes
2006	Average	Average	Yes

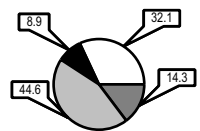
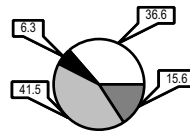
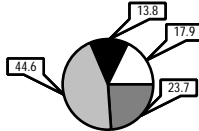
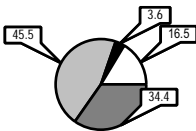
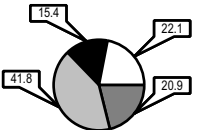
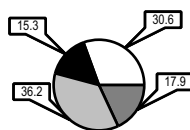
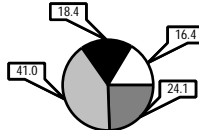
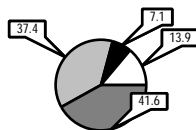
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

96.9%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts – State Performance Objective = 38.2%									
All Students	233	100.0	16.5	45.5	34.4	3.6	52.7	Yes	Yes
Gender									
Male	120	100.0	19.1	52.2	27.0	1.7	44.3	N/A	N/A
Female	113	100.0	13.8	38.5	42.2	5.5	61.5	N/A	N/A
Racial/Ethnic Group									
White	216	100.0	16.3	45.7	34.6	3.4	53.4	Yes	Yes
African American	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	188	100.0	10.4	43.7	41.5	4.4	60.7	N/A	N/A
Disabled	45	100.0	43.9	53.7	2.4	0.0	17.1	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	233	100.0	16.5	45.5	34.4	3.6	52.7	N/A	N/A
English Proficiency									
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	227	100.0	16.4	46.1	33.8	3.7	52.5	N/A	N/A
Socio-Economic Status									
Subsidized meals	141	100.0	18.9	48.5	30.3	2.3	48.5	Yes	Yes
Full-pay meals	92	100.0	13.0	41.3	40.2	5.4	58.7	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	233	100.0	17.9	44.6	23.7	13.8	52.2	Yes	Yes
Gender									
Male	120	100.0	20.0	40.0	25.2	14.8	55.7	N/A	N/A
Female	113	100.0	15.6	49.5	22.0	12.8	48.6	N/A	N/A
Racial/Ethnic Group									
White	216	100.0	16.8	43.8	25.0	14.4	53.8	Yes	Yes
African American	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	188	100.0	10.4	46.4	26.2	16.9	58.5	N/A	N/A
Disabled	45	100.0	51.2	36.6	12.2	0.0	24.4	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	233	100.0	17.9	44.6	23.7	13.8	52.2	N/A	N/A
English Proficiency									
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	227	100.0	17.4	44.7	23.7	14.2	52.5	N/A	N/A
Socio-Economic Status									
Subsidized meals	141	100.0	22.0	45.5	22.0	10.6	46.2	Yes	Yes
Full-pay meals	92	100.0	12.0	43.5	26.1	18.5	60.9	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	233	100.0	36.6	41.5	15.6	6.3	21.9
Gender							
Male	120	100.0	36.5	40.0	14.8	8.7	23.5
Female	113	100.0	36.7	43.1	16.5	3.7	20.2
Racial/Ethnic Group							
White	216	100.0	35.6	41.3	16.8	6.3	23.1
African American	9	100.0	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	188	100.0	32.2	42.1	18.0	7.7	25.7
Disabled	45	100.0	56.1	39.0	4.9	0.0	4.9
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	233	100.0	36.6	41.5	15.6	6.3	21.9
English Proficiency							
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	227	100.0	36.1	41.6	16.0	6.4	22.4
Socio-Economic Status							
Subsidized meals	141	100.0	40.9	43.2	10.6	5.3	15.9
Full-pay meals	92	100.0	30.4	39.1	22.8	7.6	30.4

Social Studies							
All Students	233	100.0	32.1	44.6	14.3	8.9	23.2
Gender							
Male	120	100.0	27.8	45.2	18.3	8.7	27.0
Female	113	100.0	36.7	44.0	10.1	9.2	19.3
Racial/Ethnic Group							
White	216	100.0	31.7	44.2	14.9	9.1	24.0
African American	9	100.0	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	188	100.0	27.9	44.8	16.4	10.9	27.3
Disabled	45	100.0	51.2	43.9	4.9	0.0	4.9
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	233	100.0	32.1	44.6	14.3	8.9	23.2
English Proficiency							
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	227	100.0	32.0	44.7	14.2	9.1	23.3
Socio-Economic Status							
Subsidized meals	141	100.0	36.4	48.5	9.8	5.3	15.2
Full-pay meals	92	100.0	26.1	39.1	20.7	14.1	34.8

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	89	100.0	10.7	36.9	51.2	1.2	52.4
	4	77	100.0	17.8	52.1	26.0	4.1	30.1
	5	80	100.0	10.8	56.8	32.4	0.0	32.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	67	100.0	12.5	34.4	48.4	4.7	53.1
	4	92	100.0	20.7	47.1	31.0	1.1	32.2
	5	74	100.0	15.1	53.4	26.0	5.5	31.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	89	100.0	26.2	65.5	8.3	0.0	8.3
	4	77	100.0	16.4	45.2	26.0	12.3	38.4
	5	80	100.0	18.9	33.8	21.6	25.7	47.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	67	100.0	20.3	59.4	17.2	3.1	20.3
	4	92	100.0	16.1	39.1	28.7	16.1	44.8
	5	74	100.0	17.8	38.4	23.3	20.5	43.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	89	100.0	47.6	40.5	10.7	1.2	11.9
	4	77	100.0	46.6	32.9	16.4	4.1	20.5
	5	80	100.0	36.5	31.1	13.5	18.9	32.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	67	100.0	34.4	46.9	15.6	3.1	18.8
	4	92	100.0	37.9	37.9	19.5	4.6	24.1
	5	74	100.0	37.0	41.1	11.0	11.0	21.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	89	100.0	26.2	53.6	20.2	0.0	20.2
	4	77	100.0	19.2	65.8	8.2	6.8	15.1
	5	80	100.0	25.7	55.4	17.6	1.4	18.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	67	100.0	12.5	48.4	23.4	15.6	39.1
	4	92	100.0	35.6	42.5	16.1	5.7	21.8
	5	74	100.0	45.2	43.8	4.1	6.8	11.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 487)				
First graders who attended full-day kindergarten	97.5%	Up from 92.6%	100.0%	100.0%
Retention rate	3.1%	Down from 3.6%	2.6%	2.8%
Attendance rate	96.4%	Up from 96.0%	96.5%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 10.2%	0.5%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 8.5%	0.5%	0.0%
Eligible for gifted and talented	13.4%	Down from 14.2%	15.8%	10.4%
On academic plans	32.3%	N/AV	27.2%	33.6%
On academic probation	11.8%	N/AV	0.0%	1.0%
With disabilities other than speech	8.6%	Down from 9.2%	7.3%	7.5%
Older than usual for grade	0.9%	Down from 1.8%	0.7%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.9%	0.0%	0.0%
Teachers (n= 39)				
Teachers with advanced degrees	48.7%	No change	55.7%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	6.7%	N/A	2.6%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	92.6%	Up from 88.4%	88.7%	87.3%
Teacher attendance rate	94.8%	Up from 93.5%	95.1%	94.9%
Average teacher salary	\$41,450	Up 1.3%	\$43,042	\$42,485
Prof. development days/teacher	17.6 days	Up from 12.3 days	12.6 days	13.3 days
School				
Principal's years at school	9.0	Up from 8.0	6.0	4.0
Student-teacher ratio in core subjects	13.7 to 1	Down from 18.0 to 1	19.6 to 1	18.6 to 1
Prime instructional time	89.1%	Up from 87.7%	90.1%	89.7%
Dollars spent per pupil*	\$7,570	Up 19.0%	\$6,161	\$6,557
Percent of expenditures for teacher salaries*	58.2%	Down from 65.0%	64.7%	64.0%
Percent of expenditures for instruction*	62.2%		69.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.8%	Up from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	7.8%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	N/A	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Westminster Elementary School continues to make progress in improving our students' academic achievement especially in the area of literacy proficiency. As evidence of our growth, the Education Oversight Committee has once again recognized, for the fourth year in a row, Westminster Elementary as a Closing the Gap School. We are all proud of this recognition, yet we know that our students must continue to improve in the areas of problem solving and critical thinking.

This past year, a greater emphasis was placed on professional staff development where teachers learned new strategies to better engage the students in the learning process. Workshops were held by our own Literacy Lead and Math Lead teachers to strengthen our staff's technology competencies, our literacy and math strategies, and our higher order thinking skills knowledge. The collaborative spirit among the staff and their willingness to share their best practices only increased our effectiveness in striving to meet the needs of our students.

Data analysis became the cornerstone of our targeted assistance plan. Teachers were given a 45-minute D.A.P. (Data Analysis Planning) time each week to study the results of the M.A.P. (Measures of Academic Progress) test and the PACT data. Modifications and adjustments were made in our teachers' daily lesson plans based on their findings and analysis of student achievement.

Highlights of this past year included the implementation of the 100 Book Challenge program, implementation of our new Math Masters Program, implementation of our school wide PBIS (Positive Behavior Intervention Support) program, development of our school based assessment and support team, creation of a US Engine Valve outdoor wildlife partnership, national recognition for our school's WEB SITE by EDU Hound Institute, and reception of NAEYC Accreditation in our Pre-K program, provision of enrichment opportunities for students through Honors Art, Honors Music and Percussion Ensemble programs. In addition, we featured extension activities for students through our after-school Cardinal Care Program, AOP Hub Science Fair winners, and a district tornado poster contest winner, and we expanded our access to technology by adding additional LCD projectors, Smart Boards, E-Chalk systems, and CPS remote keypads to classrooms.

Next year our focus will be once again on strengthening our students' abilities to solve problems and equipping them to utilize appropriate strategies to promote critical thinking. Our students are now competing with other students in a global arena. Curriculum mapping, which is studying and analyzing our application of curriculum standards, will center our focus so that we can help our students become more competitive. And finally, we will emphasize the importance of good health, wellness and nutrition as the foundation for living a successful and productive life. WES is on the move and will be ready to meet the challenges of 2006-2007.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	46	71	28
Percent satisfied with learning environment	100.0%	80.3%	89.3%
Percent satisfied with social and physical environment	100.0%	85.9%	75.0%
Percent satisfied with school-home relations	97.7%	85.5%	75.0%

*Only students at the highest elementary school grade level at this school and their parents were included.